

**The Old South- History 5476  
Fall 2008**

“Tell about the South. What’s it like there. What do they do there. Why do they live there. Why do they live at all.” Canadian Shreve McCannon to his Mississippi-born Harvard roommate, Quentin Compson (from William Faulkner, Absalom, Absalom)

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**Office Hours:** Monday, 10-11, 1:30-4:30; Wednesday, 10-11, 3-5; Friday 10-11 and by appointment

**Course Meetings:** This class meets on Monday, Wednesday, and Friday from 9:00 to 9:50 A.M. in Pafford, Room 206

**Learning Outcomes:** History 5476 will examine the South as a region from the early seventeenth century to the Civil War. The principal goal of the course is to acquaint students with the political, economic, social and intellectual history of the South. We will also ponder the creation of a Southern identity and whether the South was a truly distinctive region of the United States. What is the South? Historian Michael O’Brien rightfully claims that “no man’s South is the same as another’s.”

In addition to learning the subject matter, students will develop their writing, analytical, and verbal skills through a variety of assignments, including exams, frequent classroom discussions, and in-class response papers based on assigned readings. Graduate students will also gain experience leading classroom discussions over assigned texts.

The research paper will acquaint students with the principal primary and secondary sources on a significant topic and reveal the different approaches and interpretations that historians often take on a subject.

**Grading/Course Requirements**

**Midterm- 15% of final grade**

**Final exam- 15% of final grade**

**Response papers (in class)- 20% of final grade**

**Book reviews- 25% of final grade**

**Research Paper- 25%**

**No extra credit is offered in this course.**

**Midterm and final exam-** These will be in class tests based on material from the lectures, assigned books, and assigned readings placed on electronic reserve.

**Class participation and discussion-** Classroom discussion is an integral part of this course. The instructor will keep a record of your participation in class during discussions.

Class participation can only help your final grade in the course and will be taken into consideration at the end of the semester in the case of students with borderline grades.

Each graduate student must lead one discussion of weekly assigned readings at some point during the semester. You will need to let me know by the end of the first full week of class which week you want to lead discussion. The student must compose a list of questions that he/she intends to ask the class and submit them to the instructor no later than forty-eight hours before the discussion. You will be assessed on the content of your questions and your ability to lead a classroom discussion.

**Response papers-** There will be several papers written in class throughout the semester in response to assigned readings. These assigned readings will include the books listed below and articles placed on electronic reserve. (Instructions on how to access online reserve readings will be given to you in a separate handout.) Your cumulative grade on the response papers will count for a quarter of your final grade, so it is important to come to class having read the material.

**Book Reviews-** Students will be required to write four critical reviews of Heyrman, Southern Cross, Johnson, Soul by Soul and Dew, Apostles of Disunion. The fourth book review will be over a book of your choice that the professor finds acceptable. The reviews must be three to five pages in length, typed (12 point font), and double-spaced. Kate Turabian's Manual for Writers is the preferred style manual for these papers. Papers that earn an "A" will not only summarize the content of the books, but also offer a thoughtful critique. **If you quote or paraphrase from the assigned books or utilize any outside source in your paper, you must identify the source of the quotes by using either footnotes or endnotes. (See statement below regarding plagiarism.)**

**Research Paper-** Graduate students will be required to write an eighteen-to-twenty page typed, double-spaced paper that examines secondary and primary sources on a particular topic. The paper must include endnotes or footnotes and a separate works cited page. (Notes and works cited pages count toward the total of twenty.) Errors in fact, logic, and composition will lower your grade. The deadlines for choosing a topic, handing in an annotated bibliography, and submitting a draft appear in the weekly assignments section of the syllabus.

**Makeup exams and late assignments-** Makeup exams will be given only under emergency circumstances. Students needing to make up an assignment must have a written excuse from a doctor, coach, etc. explaining their absence. Students with valid excuses will have one week to make up assignments, after which time they will be given a zero on the assignment. One letter grade will be deducted per day for all assignments turned in late without an excuse. **(Papers are considered late if they are turned in after class on the day that they are due.)**

**Attendance-** Regular classroom attendance is critical to earning a passing grade in this course. Attendance sheets will be passed around on a daily basis and taken into account at the end of the semester in assigning course grades. If a student misses class, it is his/her responsibility to find out what was missed.

Students who need to leave during class must provide an excuse to the instructor before the class begins. Anyone who leaves during class without providing an excuse will be marked absent and will receive a zero on any assignment given that day, even if the student has completed the assignment.

**Cheating-** Cheating and plagiarism will not be tolerated in this course. Plagiarism consists of the failure to acknowledge properly anyone quoted, paraphrased, cited, or consulted in the preparation of a written work. It includes passing off another's work as your own. Students should be aware that computer software makes it easy for an instructor to track down online sources used by students. Anyone caught cheating or plagiarizing will receive an F on the assignment and possibly an F in the course.

**Reading Assignments-** Note: The readings also include a number of items placed on electronic reserve. These reserve readings are listed in the "Schedule of Lectures and Assignments" section of this syllabus. The assignments must be read prior to the discussion dates given in the schedule.

Dew, Charles B. Apostles of Disunion

Escott, Paul and Goldfield, David, et al., Major Problems in the History of the American South Volume I: The Old South, Second Edition

Heyrman, Christine, Southern Cross: The Beginnings of the Bible Belt

Johnson, Walter, Soul by Soul: Life Inside the Antebellum Slave Market

White, Deborah Gray, Arn't I A Woman? Female Slaves in the Plantation South

Wyatt-Brown, Bertram, Honor and Violence in the Old South

### **Weekly Assignments**

Week 1- August 18-22 **What is the South? Escott, Chapter 1 due Friday, August 22**

Week 2- August 25-29 **Early Settlement Clash of Cultures  
Escott, Chapter 2; Chapters 6 and 7 of Alan Taylor, American Colonies on  
electronic reserve**

Week 3- September 1-5 **The Colonial South: Economy & Society  
Escott, Chapter 3; Chapter 11 of Taylor, American Colonies on electronic reserve  
Note: No class on Monday, September 1**

Week 4- September 8-12 **The Colonial South: Politics and Religion**

**“Popular Upsurge, The Challenge of the Baptists,” from Rhys Isaac, The Transformation of Virginia, on electronic reserve Deadline for selecting a topic for the research paper is Friday, September 12**

**Week 5- September 15-19 The Revolution  
Escott, Chapter 4**

**Week 6- September 22-26 The South in the New Republic  
Response paper on Wyatt-Brown, Honor and Violence in the Old South on Friday, Sept. 26**

**Week 7- September 29-Oct 3 The Emergence of Southern Nationalism  
Escott, Chapter 5 Annotated bibliography for research paper due on Friday, October 3**

**Week 8- October 6-10 A New Party System: Democrats vs. Whigs  
Note: No class on Friday, October 10 (Fall Break) Book review (title of your choice) due via email by noon, Friday, October 10**

**Week 9- October 13-17 Planters and Yeomen  
Escott, Chapters 6 & 8 due Wednesday, October 15  
Midterm on Friday, October 17**

**Week 10- October 20-24 Intellectual and Religious Life in the Old South  
Book review of Heyrman, Southern Cross, due on Friday, October 24**

**Week 11- October 27-31 The Institution of Slavery  
Paul Finkelman, “The Emergence of Proslavery Thought,” Calhoun, “Speech in the U.S. Senate,” Thomas R. R. Cobb, “Effects of Abolition in the United States,” and Rev. A. T. Holmes, “The Duties of Christian Masters,” in Finkelman, Defending Slavery, on electronic reserve**

**Week 12- November 3-7 The World the Slaves Made  
Escott, Chapter 7, Book review of Johnson, Soul by Soul due on Friday, Nov. 7**

**Week 13- November 10-14 Women’s society and culture in the Old South  
Escott, Chapter 9; White, Arn’t I A Woman, Response paper over White & Escott, Ch. 9 on Nov. 14**

**Week 14- November 17-21 The Crisis of the 1850s  
Escott, Chapter 10**

**Week 15 November 24-28 Secession and the Southern Confederacy  
Book review of Dew, Apostles of Disunion, due Monday, November 24  
Note: No class on Wednesday, November 26 and Friday, November 28 (Thanksgiving break)**

**Week 16 December 1-5 The Southern Confederacy**

**RESEARCH PAPER DUE WEDNESDAY, DEC 3**

**Last day of class is Friday, December 5**

**Escott, Ch 11, and Gallagher, "Popular Will," from The Confederate War on  
electronic reserve, due December 5**

**Final exam is on Monday, December 8, 8-10 a.m. in Pafford, 206**